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AUTHOR	Johnson, Hugh
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ABSTRACT

A vocational education administrator from the United Kingdom (UK) traveled to the Federal Republic of Germany (FRG) to observe the education and training of young handicapped adults at 14 sites throughout the country. The focus of his investigation was on vocational counseling and vocational education and training for handicapped and disadvantaged individuals. Based on his site visits, the administrator concluded that the West German dual system of compulsory education for all individuals under the age of 18 is of benefit to both the mentally and physically handicapped youth. In the FRG, career counselors are much more involved in the educational and training process than are local school officials. The education and traning of handicapped individuals in the FRG is supported by many more charitable organizations than in the UK, and in return, the federal government gives much greater financial backing to their schemes. In general, provisions for handicapped and disadvantaged individuals in the FRG are greater than those currently offered in the UK. (Appended to this report is a discussion of education in the FRG.) (MN)

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Director Gordon Wheeler
Programme Co-Ordinator Russ Russell
Publications Officer Jean Finlayson

Librarian Penny Huckle

Secretaries Sally Lyons
Joan Metherell

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EDUCATION AND TRAINING OF YOUNG HANDICAPPED ADULTS IN THE FEDERAL REPUBLIC OF GERMANY

The report of a study visit

by Hugh Johnson

(with some extra material by Russ Russell)

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PREFACE

I report here a study-visit I made to Baden-Württemberg in the Federal Republic of Germany - FRG - during 1981, the International Year of Disabled People. The visit was financed by the Commission of the European Communities and administered by the Central Bureau for Educational Visits and Exchanges for the Commission as part of the programme of study-visits by specialists in vocational education and guidance. I wish to express my gratitude to these organisations, the Leeds Education Committee and the Governors of Airedale and Wharfedale College for making the visit possible and for contributing to its success.

This report, published by the Further Education Staff College, has been written in such a way as to try to minimise detailed structural description of the institutions and systems in FRG. Readers unfamiliar with the system in FRG may like to read Appendix A to this report before embarking on the main text. A full glossary of terms used and abbreviations is contained in Appendix C.

The report is limited in that I relied heavily on a narrow range of institutions visited (set out in Appendix D) but I gratefully acknowledge the immense assistance and generous hospitality of the host institutions in Baden-Württemberg.

The report does not necessarily represent the views of any of the institutions mentioned above but I hope it might contribute in a small measure to a better understanding of the problems and, hopefully, solutions.

Hugh Johnson,
Principal,
Airedale & Wharfedale College
of Further Education,
Leeds.

July 1982.

I INTRODUCTION

1 The subject of study was selected because few people in previous visits had aimed specifically at the needs of the handicapped, and because 1981, when the visit took place, was the International Year of Disabled People. I had a working knowledge of the German Language and the Federal Republic of Germany has a well-established tradition of sound vocational training. I myself had been involved in promoting schemes for physically and mentally handicapped young people in two Colleges of Further Education over the past twelve years and so I was keen to benefit from the experience of others in developing future ideas.

2 The Federal Republic of Germany consists of the eleven Länder (States), each of which is responsible under the constitution of the republic for its own educational provision (see also Appendix A). Despite mechanisms of co-ordination there is thus considerable variation between the Länder. The choice of Baden-Württemberg as a Land for study turned out to be fortuitous in more ways than one but was conditioned originally by the prompt reply received from there to my initial enquiries. Not only did this lead to the offer of a comprehensive and rewarding programme of discussions and visits but enabled me to see some of the foremost work for the handicapped in the whole of the Federal Republic, in a Land noted for its general provision for vocational education.

3 Baden-Württemberg is a Land with good agriculture, good forests and superlative wine, most of which (regrettably!) does not reach the export market. It also contains sophisticated engineering and electrical engineering and it is the Land with the highest percentage of its workforce in manufacturing industry. It is one of the larger Länder of the Federal Republic and has two levels of educational administration between the Land and the schools: the Regeriungsbezirk (Region) and the Kreis (district). Local participation at Kreis level is high with strong expressions of local pride. Baden-Württemberg is the fifth largest Land of FRG: Stuttgart, the capital of Baden-Württemberg, is the fifth largest city in FRG.

	Area KM^2	Population 1970
Federal Republic	248,882	61,280,000
Baden-Württemberg	35,750	8,895,000
Stuttgart		633,158
UK	244,785	55,522,000

II VOCATIONAL COUNSELLING

4 **Vocational Counselling** (Berufsberatung) in the Federal Republic of Germany is wholly the responsibility of the Bundesanstalt für Arbeit - BFA - (Federal Labour Office), an organisation with many functions in supporting workers in the labour market.[1*] It is sub-divided into three different levels of administration below the central Headquarters in Nürnberg:

9	Regional Employment Offices
146	Local Employment Offices, with
500	Branch Offices.

5 The Vocational Counselling Service has a separate department of vocational counselling in each Arbeitsamt (Local Office). The counsellors themselves fulfil the same functions as their counterpart careers officers in this country but they are given greater authority and power in their dealings with schools, colleges and industry.

6 In FRG, vocational counsellors are given a three year training at the BFA's own college in Mannheim. Entrants must have experience of three years of vocational work in practice, or a diploma of maturity plus a fully completed vocational training programme (eg. Meister), or a university diploma with one year minimum of vocational practice. Additional training requirements are laid down for those wishing to specialise in counselling Gymnasium (Grammar School) pupils *and* university students, or for the handicapped. All members of the service are regularly obliged to attend courses and seminars of further training at one of the BFA's seven administrative schools.

7 The scope of this service comprises:

> *"the provision of essential and comprehensive information on educational, vocational and practical aspects of work through spoken, written and photographic material as well as other means of communication such as lectures, brochures, films, posters, etc.,*
>
> *individual counselling on the basis of which multi-stage alternative educational, training and vocational career patterns can be planned and programmed,*

---

*All notes are gathered to Appendix B.

the placement of young persons either in company-organised training schemes or apprenticeships, or the provision of information on school-type training facilities for all vocations and occupations,

incentives for and furtherance of company-organised and central institutionalised vocational training through payment of subsidies or allowances whenever legally determined and well-defined prerequisites are met, as well as special care and attention given to the placement of handicapped persons, and the promotion of training courses for young people with reduced educational and training chances." [2]

8 Kreis Ludwigsburg is a typical district (Kreis) and reference to this will serve to illustrate the operation of the Vocational Counselling system in the Federal Republic:

Ludwigsburg and district;

Population 426,102
Area 687 km^2 (1.9% of B/W)

Schools[3]	No.	No. of "School-leavers" 1980
Sonderschulen (Special Schools)	13	201 (at 15 years)
Hauptschulen (Secondary-Modern Schools)	40	2,706 (at 15 years)
Realschulen (Technical Grammar)	19	2,176 (at 16 years)
Gymnasien (Grammar School)	24	1,209 (at 18 years)
Technical College (Basic year)	24	497
Technical College (1 year course)		1,078

9 In the Ludwigsburg Arbeitsamt there is a team of 40 Vocational Counsellors, of whom two specialise in work with the handicapped. Group counselling starts in the schools around the age of 13 to be followed later by individual counselling for potential school leavers and also interestingly for university undergraduates who are regarded as part of the responsibility of the service. Education and/or training is compulsory for all in FRG under the age of 18. The latest figures are as follows:

FT General Education	FT Vocational Education	Apprenticeship	Work or Unemployment
25%	18%	50%	7%

The placement of individuals in apprenticeships or job training is the exclusive responsibility of the Service. Counsellors are guaranteed entry to all but Gymnasium under an agreement between the BFA and the Land. About 70% of all school-leavers avail themselves of the opportunity of a personal interview with a counsellor, and in the majority of cases one or both of the parents are in attendance. In most districts the attendance of handicapped school-leavers is much higher (eg. in Heidelberg it is 95%).

10 The financing of the vocational counselling service is provided by contributions paid to the BFA, half of the contributions (3% of social security tax) is paid by the employees and half by the employers. The Service is free to those that avail themselves of it.

III EDUCATION AND TRAINING OF THE HANDICAPPED AND DISADVANTAGED

THE UNEMPLOYED

11 It is agreed policy in FRG that all young people (unemployed, employed or apprenticed) under 18 must attend Berufsschule (Vocational College) for two days a week. Day-release must be available for all who have apprenticeship, whatever age, and this legislation is firmly applied. The number of apprenticeships has been increased faster than the increase of young people to ensure that most get some form of training. This is also encouraged by a lack of dole-payment for 15-16 year old school-leavers in FRG.

12 Parts of FRG, of which Kreis Ludwigsburg is one, have a particular problem because of large numbers of foreign workers, particularly Turks. In earlier years the Federal Government's immigration policy encouraged such workers and their families to settle and this was accompanied by the payment of Kindergeld (Child Allowances) to those children still resident in their native land but with a guarantee to take them when their schooling as *complete* - there are at least 1,000,000 of these cases still in the pipeline. When they do eventually arrive their schooling is inadequate in many cases - some have had only five years *schooling* and there is obviously a tremendous language barrier (one class visited could speak as much English as German!) but they learn German willingly and seem prepared to integrate as far as is possible with the local work-force. In Landkreis Ludwigsburg, one third of the foreign population consists of young people under the age of 18; 37% of those of school age are in Sonderschule (Special Schools).

13 Although unemployment in FRG averages around 7%, there are very few unemployed German young people in Kreis Ludwigsburg and most will be accommodated in local colleges together with 16% of foreign origin. In this area 20% of all young people up to the age of 18 are of foreign extraction. In Ludwigsburg itself there are two *'Training Centres for Unemployed Foreigners'* and the visit to the one at Asperg, a suburb of Ludwigsburg, proved most informative.

A. VOCATIONAL TRAINING CENTRE, ASPERG

14 This is accommodated in converted premises, similar to the British Horsa hut system, and is typical of similar conversions for similar purposes in Great Britain - in fact the whole organisation and curriculum is remarkably similar to that in this country.

15 The Centre is operated on a shift system - the first from 7.15 to 15.15 (150 places) followed by the second group from 15.15 to 21.15 (90 places), staffed by different instructors, some of them part-time. The staff do not necessarily require a teacher-training qualification but must possess a Meister qualification (the equivalent of City & Guilds Licenciateship).[4] The Centre is financed through the BFA and is run under the auspices of the Internationaler Bund für Sozialarbeit - IBS - (International Federation for Social Work).

16 In the years after the last war a number of charitable organisations such as the IBS were established and re-established to deal with the immense problems of the time. In the early years of the establishment of the Federal Republic there was a strong suspicion of an overstrong and overcentralised state so these institutions have been encouraged to continue their work, using funds from the Bund (Federal Authorities) and the Länder. In many areas of social provision most public provision may be through such organisations, and most of their funds for such work come from public authorities.

17 The current intake was made up as follows:

Turkish	(160)	97%
Jugoslav	(2)	
Italian	(2)	3%
Greek	(1)	

Of these, 92% were male, 8% were female.

Their backgrounds will serve to illustrate the basic problems encountered:

less than 3 months in West Germany	18%
3 - 6 " " " "	16%
6 - 12 " " " "	47%
more than 12 " " " "	19%

and of these,

good linguists	20%
basic knowledge	32%
own language only	48%

18 The proportion of theory to practical work depends on their knowledge of German but a balance of 50/50 is sought wherever practicable; the better the knowledge of German the more practical work is undertaken. Those with no knowledge are given a six months' crash course before joining the vocational course. Each group consists of fifteen students.

19 The Centre is staffed by 1 Head, 6 instructors, 4 teachers, 1 social worker, assisted by 7 part-time teachers; the language course is staffed entirely by part-time teachers.

20 The groups are divided according to their choice of practical work - fitting, turning, carpentry, painting and decorating and dressmaking (girls) and for a half day every week they also go to the local Berufsschule.

21 The theoretical side of the curriculum follows the usual pattern - mathematics, science, languages (including English) and related studies and practical work is carried out in workshops equipped with a wide range of machinery. Wherever possible, the students make furniture and fittings to be used in the Centre and were equipping a cookery room during my visit; the girls were making clothes for themselves. Interestingly, in the woodwork classes, the exercises were reminiscent of those found in English schools forty years ago and also today, so seemingly they have stood the test of time? For the German classes, books have been printed and illustrated in many European languages to assist the students; these books are very well-produced and printed by the Federal Government. Following a course lasting two or three years depending again on the linguistic proficiency, the prospects of employment for these youngsters was very good and it was anticipated that between 70 and 80% of them would be found jobs.

THE MENTALLY HANDICAPPED

22 In all, about 7% of the school population are classified as needing remedial education of varying depth depending on their disability. Long term planning is difficult as legislation does not exist to compel doctors and parents to report handicaps. In 1978 it was calculated that 60,000 training places for all handicapped persons would be required in the medium term, with 35,000 already available and plans for a further 10,000 in the pipeline.[5] As far as mental handicaps are concerned, the German categories are Schwachsinnig, Geisteschwäch and Dummkoff. Conventional usage and translations are unfortunate, but they are used as professional-medical categories. Interestingly, I received a leaflet in German that contained a note explaining that these categories mean *teachable*, *trainable* and *dependable*.

23 Up to the age of 15, provision for mentally handicapped children is similar to our own, in separate special schools. The careers advisers especially assigned to them ensure that they are fully informed of the opportunities available to them beyond school, and 95% of them attend personal interviews for counselling at the Careers Office.

24 Wherever possible, those with slow-learning - ie. ESN(M) - handicaps are found jobs through the Counselling service. If not, provision is made if practicable to assign them to residential vocational training centres for a period of up to three years; those with more severe mental handicaps are accommodated in day/residential training centres.

25 I visited two establishments responsible for the education and training of the mentally handicapped - this description also embraces the socially disadvantaged, ie. those with social or psychic disorders are also identified.

B. THE JOHANNES-ANSTALTEN : MOSBACH

26 This is a multiple centre for the mentally handicapped built on the outskirts of Mosbach, a small town 50 miles North of Stuttgart, by a charitable organisation Johannes-Anstalten (Institutions of St John). This body is a member of the Diocesan group of the Evangelical Church in Baden, and was founded in 1880. Today, the Centre is the largest rehabilitation centre in Baden-Württemberg, one of ten sponsored by the Institute, and one of 38 similar establishments in the country. The present accommodation in Mosbach was built about 4 years ago at a total cost of £15m., and consists of a vocational training school, a special school, an adult training centre, a residential block, a nurse training school, and communal provision including a sports centre, swimming pool and church (in course of erection). The organisation provides the administration and management, and the running costs, including staff salaries and student grants, are provided by the Bund or Land Department, eg. Welfare or Education. Associated with the Centre is a Home for small children, a Clinic, a Home for old people and a Holiday Home.

27 Fifteen year old school leavers who are mentally handicapped from any part of the country are entitled to opt for Centres such as the Johannes-Anstalten and are referred for placement through the Careers Counselling Service in their home district. Those with moderate difficulties will be referred for 3 years and severe cases may be more or less permanently in residence; this population is supplemented by local *students* who may travel up to 40 miles each day to attend. The entire campus is sumptuously provided for and is ideal in many respects but by no means all were unanimous that this was entirely beneficial. The impression came over quite strongly in conversations with staff that educationally there was little better, but soecially there was too great a feeling of isolation and lack of contact and identity with the community - was it not a German, Schumacher, who coined the phrase *small is beautiful* ? - this seemed to be the feeling here too.

28 All but the Adult Training Centre, on the opposite side of the main road, is situated on the same campus. The educational/ training element, with the exception of the residential accommodation is the responsibility of Herr Dieter Dreisbach, assisted by Herr Ott (Vocational Training), Herr Krauser (School) and Herr Gratzler (Nurse Training School). The hostel is administered in conjunction with the Schools and the Adult Training Centre but is controlled by a separate Warden.

29 In all, 633 people live in the Johannes-Anstalten and adjacent buildings, supplemented by 130 who travel daily from their homes in the surrounding areas. The staffing consists of 391 Health Nurses and auxiliaries, 35 teachers, 45 Instructors, 8 Psychologists, 4 Doctors, 7 Occupational Therapists, 5 Health Teachers, 35 domestic workers, 12 Administration and 1 Pastor - a total of 534.

30 Although the Institute has been established for four years, I was their first English visitor and was given a very warm welcome. I was able to converse in both languages with most staff, especially Herr Russell who hails from Birmingham and has lived in Germany for 19 years - so much so that he was not aware that any of his colleagues spoke English.

THE HOSTEL

31 There are over 600 residents at Mosbach and they live in excellent hostel accommodation adjacent to the remedial school/ training school premises. They are supervised day and night by trained staff. The trainees in the Schools stay only for three years and rarely mix with the permanent residents - a not unusual case of self-recognition of degrees of handicap. Residents are paid 110DM (£24) per month pocket money; non-residents are paid 400DM (£88) per month so there is little incentive to become resident and this seems particulrly to apply to the maladjusted. Running costs in total for hostel, school and training centres amount to 130DM (£28) per day.

THE REMEDIAL SCHOOL

32 The school operates an integrated timetable with the Berufs-schule and hence epitomises the philosophy of the Dual System in FRG, in which every 18 year old or under who is capable must undergo some form of combined education and training for at least two days per week. In this case the programme is full-time and usually takes three years to fulfil, although where necessary, it is possible for selected scholars to study until they are thirty years of age if it is considered beneficial.

33 There are 300 places available in the school, and of the present intake more than half have more than one difficulty but it must be borne in mind that the system in FRG recognises a broad spectrum of handicaps. These include defects of vision, epilepsy, physical handicap, speech defects, speech difficulty, ESN(M); *social behaviour* problems are also considered in this context but how these are measured is not known. Most students have an IQ conventionally measured as between 60 and 80. The school curriculum basically consists of remedial work in mathematics, language, science, sport and the remainder depends on the choice of vocational training.

BERUFSSCHULE

34 Applicants are given an introductory two-weeks orientation course and on the basis of this they proceed to the trade course of their choice for the next two to three years. At present the trade courses offered cover carpentry, assembly,

textiles, painting and decorating, metalworking, housecraft, store-keeping, cookery and cleaning, and gardening will be introduced shortly. At the end of one year, about 20 are transferred to the Adult Training Centre and a 60-80% success rate is claimed at the end of the apprenticeship. This will include at least 6 weeks in industry and could be up to one year for the more able. At the end of the apprenticeship, leaving certificates are awarded by the Institute and Trade Certificates are awarded on the basis of examinations set and moderated by the local Chambers.

35 In the Federal Republic responsbility for the final examinations in any of the 460 or so trades rests, by law, with a local chamber - according to trade, either the Industrie- und Handelskammer (Chamber of Industry and Commerce) or the Handwerkskammer (Chamber of Crafts). In practice some of these tests are drawn from the PAL, an examinations commission established in Stuttgart by the Baden-Württemberg Chambers - a measure of the influence and esteem of Baden-Württemberg in the fields of vocational training.

36 Where contract work with local firms is undertaken in conjunction with the trade course, and this is usual, opposition tends to come, not from the Trade Unions, but from the Industrie- und Handelskammer. As was to be expected from a building only four years old, all equipment was very up-to-date in airy, well-lit workshops with ample circulations space, linking admirably with the remedial school, communal, residential and recreative facilities.

NURSE TRAINING SCHOOL

37 This is housed in original buildings adjacent to the new Institute and is an integral part of the provision. Well-qualified 18 year olds from full-time education undergo a five year training programme in theory and practice which compares, I am given to understand, with the training given to State Enrolled Nurses for the Mentally Handicapped in the UK. During the training period, the students spend 3 weeks in the Hostel, one week in the school and during this time also spend a period of teaching consultancy work in the vocational training school. The hostel operates a two-shift system 7 am to 1 pm, 1pm to 9 pm, and the rest is covered by a Night Superintendent and staff. On graduation the output is absorbed by the Johannes-Anstalten and other similar establishments.

ADULT TRAINING CENTRE

38 This is situated on the opposite side of the road to the main buildings and, being built at the same time, is of modern construction. In essence, however, it resembles very much its UK counterpart in the nature of its work-force, maladies

and occupations carried out. Two hundred of the permanent residents are accommodated in the Centre and 80 travel in from the surrounding districts. The single-story building is divided into workshop spaces covering clothes peg assembly, clothes hanger assembly , simple packing, electrical component assembly, lamp shades, simple machining and automatics, spot welding etc. - typical work for this type of person. Contract work is undertaken for local companies - in one instance, 80% of one company's output was dependent on work done in the Adult Centre.

39 The adult workers were very conscious of the International Year of Disabled People - the slogan in the Federal Republis is *To understand one another, to live with one another* . They were also conscious of the need to inform society that they wish to become as independent as possible, and require understanding, not pity, in *every* year not just 1981 - a sentiment I hear expressed by many handicapped people in this country too.

C. SCHLOSS BÖNNIGHEIM, BÖNNIGHEIM

40 The Public Authorities in FRG are most concerned to ensure that those with social handicaps (eg. learning difficulties, maladjusted, broken marriage etc.) are given ample opportunity to benefit from vocational training schemes on leaving school.

41 The Residential School, Schloss Bönnigheim, situated in a delightful village in the wine growing area North of Ludwigsburg, is one such opportunity given to these young people. It is one of over 100 establishments throughout West Germany administered by the Christliches Jugenddorfwerk (Christian Youth Village Movement) - an organisation with seemingly similar ideals to the YMCA movement (same badge) but operating more in an educational than a social environment. More than 75,000 young people per annum pass through the system.

42 The potential students are identified through their local Careers Counsellors in the State of Baden-Württemberg and at ages ranging from 15 to 18 are referred to the Schloss. This is a 300 years old German castle, still in its original form in parts, with modern additions including residential accommodation attached and in the village. There are 157 places available in this establishment and it is considered by the staff to be an optimum number to create the right family atmosphere to produce the greatest benefits. Inevitably there is a waiting list but it is better to keep it that way than to enlarge the community to some disadvantage.

43 The staffing for this provision consists of 1 Head of School, 21 Social Education teachers, 12 instructors, 10 theory teachers (including 4 part-timers) and 19 Office and Domestic Staff. The Annual Report makes fascinating reading and gives very detailed and interesting background information on the students.

44 In 1979/80 there were 97 males, 55 females.

These were referred through 23 different Careers Offices.

21 came from one-parent families
8 came from orphanages
4 came from foster parents.

In 58 cases the father was a skilled worker
In 25 " " " " an unskilled worker
In 19 " " " " a clerk
In 12 " " " " self-employed
In 7 " " " " a Civil Servant
In 16 " " " " a pensioner
In 15 " " " " occupation unknown
In 2 " " " " dead
In 50 " the mother was employed

Only 6 came from families without a religious background.

The size of a family ranged from 17 with only 1 child to one having 13; 25% having 6 or more.

101 children came from Special Schools
51 children came from Hauptschulen

64 were 15 years old
61 were 16 years old
22 were 17 years old
5 were 18 years old

8 were foreigners.

45 The school offers a one year course of education and vocational training in a wide variety of skills, eg. metalwork, woodwork, electrical work, painting, textiles, housecraft, horticulture and hairdressing, with emphasis on social and life skills. The course is supplemented by a wide selection of evening and weekend activities to offer marvellous opportunities to develop a community outlook.

46 A leaving certificate based on profile assessment is awarded at the end of the year. In the year under review, 97% of the *'graduates'* received placements, either in first posts or for further training; the males in 33 different occupations and 6 different training institutions; the females in 16 different occupations and 6 different training institutions - a marvellous record of achievement.

D. THE PHYSICALLY HANDICAPPED

47 After a visit to the facilities offered by Die Stiftung Rehabilitation in Neckargemünd/Heidelberg it is a little difficult to put all else in perspective. The visit was a revelation and proved to be a never-to-be forgotten experience of all the best practices for handicapped young people and adults.

48 The Stiftung Rehabilitation is a charitable foundation and belongs to a group of institutions working through and with the Social Security system for the citizens of the Federal Republic of Germany. In this system, Federal and State Governments, the Federal Employment Office, social insurance agencies, trade unions, organisations for the disabled and representatives from economic, scientific, clerical and cultural fields all work together to promote such opportunities.

49 The organisation covers a rehabilitation centre for children and adolescents in Neckargemünd, a vocational retraining centre in Heidelberg, a rehabilitation hospital in Karlsbad-Langensteinbach, a therapy centre, a research centre and a Central Institute for the Promotion of Rehabilitation. I was privileged to visit the first two centres.[6]

THE REHABILITATION CENTRE, NECKARGEMÜND

50 The Centre takes disabled children and adolescents with the goal of achieving their total integration into society. The facility includes a complete schooling programme from pre-school to grammar school, a vocational training school and a clinic and hospital school. A central institute for pre-rehabilitative work connected with the Centre is responsible for the counselling, testing and medical treatment of the children and adolescents.

51 As far as I could gather, the provision at Neckargemünd is unique in FRG in that it takes the whole school age range from 7-18 years old (up to 22 years in special cases) and the training school takes from 15 to 24 year olds. There is planned provision for up to 1,000 places but the present intake is approximately 800, with 356 (86 staff) in school and 440 (80 staff) in training. The primary school population comes from Baden-Württemberg itself and the secondary school and training school take them from all over FRG; 95% of the community are in residence. The school is financed through the State and contributions are subjected to a Means Test - total cost/day 90DM (£20) to 530DM (£112) for nursing cases with maximum parental levy 10DM (£2) - the vocational training costs 140,000DM (£30,000) per student for a 3 year residential course. The clinic has 80 beds for transient and permanent patients, attended by teachers who spend part of the time in the clinic and the rest in school. There is a large support staff of psychologists (11), occupational therapists, speech educationalists and social workers (150) and Medical Assistants are available on 24 hour watch - 2 plus a Nurse to each dormitory group.

52 The disabilities accommodated in the School population include cerebral palsy, paraplegics, haemophilia, muscular dystrophy, polio, scoliosis, epilepsy, partially sighted, partial hearing, dwarfism, heart disease, diabetes, amputation etc. The buildings are custom-built to cope with all these disabilities, with ample corridors, lift space etc. to accommodate wheelchairs,

specially adapted cycles and other aids, including a helter-skelter chute centrally placed for evacuation. The schools are equipped with the latest electronic aids, Possum, micro-computers etc. and a normal school curriculum programme is followed from primary level to secondary level, including, where applicable, a Gymnasium stream. Pupils who are taught on a temporary or permanent basis in the Clinic are provided with Overhead Projectors, Closed-Circuit Television and a personal tutor at the bedside, and those with physical disabilities are withdrawn on a schedule basis for daily physiotherapy. In the appropriate year, children will sit for their leaving certificates from the Hauptschule (15 years), Realschule (16 years), Gymnasium (18 years), Clinic-school (18 years) or from the Special School (18 years).

53 Pupils from the Hauptschule and Realschule enter the vocational training school for a two year course, the choice of occupation depending on their academic abilities, and physical mobility to a lesser extent. The students are directed towards the Electronics Group or Fitting/Machining Group or the Commercial Group and within these groupings are sub-divisions based on the potential of the individual. There is an emphasis on combined education and training with particular attention paid to the practicality of the job situation, eg.:

The Electronics Group

i. Radio Technician
ii. Communications Technician
iii. Telecommunications Mechanic

Fitter/Machinist Group

i. Precision Machinist/Fitter
ii. Technical Illustrator

Commercial Group

i.	Accounts, wages etc.	*(Bürokaufmann)
ii.	Personnel etc.	*(Industrie kaufmann)
iii.	Data processor	
iv.	Clerk	*(Büropraktiken)

(*These are difficult to translate precisely)

54 In each case the equipment used is very up-to-date and in profusion, eg. in the Radio Assembly Laboratory there are 30 stations each with its own kit, parts, tools etc.; the Communications lab has 30 stations each with its own micro-computer - German manufacture, English programmes! The Commercial Groups operate as two Companies, each independent, in conjunction with 200 other *'Companies'* in similar establishments throughout the Federal Republic - the only thing which is not real is the money. Each sub-group operates in its own area and then moves on every 3 months so that all disciplines are covered, eg. personnel, salaries, market research, printing, accounts - and the situation is very realistic with board meetings, section meetings, company letter headed notepaper and so on. All course except Clerical lead to a Meister's qualification assessed and moderated by the local Chambers.

E. THE VOCATIONAL RETRAINING CENTRE, HEIDELBERG

55 This *'electrotechnic polytechnic'* is one of the most advanced establishments to be found anywhere and is certainly a show-piece. In effect that it is a College offering advanced courses below degree level, specifically designed for severely physically handicapped students. Although there are twenty other Centres in West Germany (with 50 more planned), the one at Heidelberg is more sophisticated and is the only one to take students from all over the country, and the more severely handicapped. Provision is also now being made for those with psychological disabilities. The less severely handicapped attend local institutions.

56 The Centre hopes to achieve therapy, rehabilitation and training at the same time; 20% of the students are accident victims. Prospective students must have had at least one year's practical experience, preferably more, before joining the Centre; hence the age range is from 18 to 59 years. Students first attend the Rehabilitation Institute for Vocational Guidance and Evaluation following preliminary tests in their local Careers Office for two to four weeks in batches of up to 200 in residence. Here they are given various physical, mental and aptitude tests and thorough medical examination to determine abilities and inclinations. They are then advised concerning their treatment and course of study and return home for a period of a few months before joining the Centre on their prescribed course. There is a total of 2,000 places offered, in residence, and a choice of 50 vocations is offered from semi-skilled to graduate level. Throughout the entire training period, varying from 18 to 36 months, all services such as diagnostics, therapy, nursing, psychological and social care are available. On the same site (and what a site!) there is also a rehabilitation Clinic with 110 beds, serving permanent patients and providing temporary in-patient treatment. In association with the Clinic is a therapy centre for those with spinal-cord injuries, a dialysis department and a Centre for haemophiliacs. Teaching is carried out in the Clinic on a one-to-one tutorial basis with all-electronic visual aids, and the latest electronic machines for the patients' health - dialysis machines, EEG's, therapy baths, physiotherapy rooms etc.

57 The advanced College area is totally equipped with electronic devices to aid the handicapped - electronic eyes, photo-electric cells, electronic scanner, braille machines, script enlargers, micro-computers - in fine modern buildings erected in 1966. The courses offered cover such areas as Business Studies, Data Processing, Engineering, Design, Electronics, Building Construction, Medical Technician, Laboratory Technician and Social Workers/Teachers, each with its various sub-divisions.

eg. Business Studies - Office workers, bank clerks, insurance clerks, administration

Data Processing - Typists Programmers (blind and severely handicapped)

Engineering	-	Precision work, machine operation
Electronics	-	Radio, communications, installation

The courses last from 18 months to 30 months, depending on their academic content up to Meister Level, the standards being controlled by the Chambers.

58 In addition to the appropriate lecture room/laboratory provision, facilities are available for micro-computer programmed learning (30 stations), IBM compilers (24 stations), model office, College bank fully manned (no real money) and a TV studio complete with VTR recording studio piped through 7 channels to every classroom and hospital ward on button demand.

59 The sports complex is such that the Paraplegic Olympics have been held there - electronic balls for the blind, water volley-ball for amputees and a fully-equipped 4-lane Ten Pin Bowling Alley for the blind. The student flats, the subject of an Architectural Award, are built in singles and doubles (problems of student compatibility) and are manned on a 24 hour nurse/doctor basis with full-time staff, in four separate units each with its own medical team.

60 The total staff on campus numbers 1,200, of whom 13/14% are themselves handicapped. (One interesting case is that of a former mature student, polio wheelchair case, who is now one of four counsellors, each of whom is responsible for 100 new entrants per annum, corresponding to a closed group or profession.)

F. OTHER INSTITUTIONS

BERUFSSCHULEN

61 The Berufsschulen visited in Ludwigsburg were modern, well-equipped establishments, probably 20 years old, operating on a loose mono-technic principle - the Carl-Shaefer Schule offering a preliminary year and studies in engineering, electronics, telecommunications, with a technical Gymnasium stream of 3 years (the English group were studying Arthur Miller's *Death of a Salesman*), the Robert Franck Schulzentrum offering the preliminary year and studies in Commerce, Hairdressing, Nursing, Textiles, Carpentry, Building Construction, Painting and Decorating and Musical Instrument Making. The latter school was equipped with two double sized Sports Halls (45m x 30m) for 600 full-time students, 3,200 part-time students, 160 staff. The education provided is free, the costs being met out of State Industrial Insurance funds and local taxes providing apparatus/equipment/books etc., supplemented by generous gifts from local industry - the original Robert Franck Schule in the town was built from a bequest of £70,000, many years ago, from Robert Franck, a local industrialist.

OTHER AUTHORITIES

62 In order to understand the institutions I was visiting I needed to place them more firmly against a background of other public authorities. Authorities at the level of the Kreis are important, for it is largely at this level that social work is organised and there is also the transfer of funds to the Charitable bodies (see also paragraph 16). There are also connections to the government of schools in the compulsory age range and also the provision of Adult Education. The Ludwigsburg Adult Education Centre was purpose-built, central and administered by the town's publicity manager as Principal. The building also housed the public library, art gallery and museum. A comprehensive programme was offered there and at other Centres (in schools, halls, etc.) throughout the district and well-publicised by tabloid form leaflets and advertisements. Fees appeared to be slightly lower than in the UK.

INDUSTRY

63 Industry is the main source of training facilities in FRG. The normal Dual System of apprenticeship dominates with about two-thirds of young school leavers (15+) taking this route (see also paragraph 9). In this system the young people usually receive systematic off-the-job training for the first year with on-the-job training thereafter and day-release for theoretical studies throughout their apprenticeship. Many large firms train both 'normal' apprentices and also 'handicapped' apprentices.[7]

64 Legislation in FRG requires companies to employ 6% of their labour force as handicapped workers. All who do not comply pay 100DM per month to the Federal Authorities.

65 I visited the Kodak works at Stuttgart and was pleased to see the off-the-job training centres which included facilities for engineering and commerce and for both normal and handicapped workers. I also visited the Porsche works and their training centres which were similar. Porsche employ most of their handicapped workers in the administration and research sections which I was not able to see, for reasons of industrial security. Porsche are not always able to fulfil their quota of handicapped workers but are happy to pay the consequent levy.

IV CONCLUDING REMARKS

66 *Visits of this type are, by their very nature, fleeting, and may be a little artificial to some extent as, naturally, only the best is on show; they are nonetheless important as an indication of the aims to be set and act as an excellent comparator and provide inspiration to the foreign visitor. As a balance it would be interesting to compare the conclusions reached from a study from the Federal Republic or indeed by a British study, of similar establishments in the UK. In conclusion, therefore, I wish to record the following observations:*

a. The Dual System of compulsory education and training for all under 18 is of benefit to both mentally and physically handicapped young people. In the same way, the unemployed are given a form of education and training which should help them in their quest for jobs - in addition, there is no dole at 16 in FRG which is an added incentive to obtain qualifications, although College courses are not funded.

b. Legislation requires all companies in FRG to employ 6% physically handicapped workers (2 young ones count as one) and this is enforceable. All who do not comply with this must pay 100DM (£22+) per month to the Bund and some are quite happy to do this rather than employ them. An action by a group of companies in Frankfurt to have this fine set aside is at present going through the High Court.

c. Careers Counsellors and the Service are much more involved in the education/training process and have a much more important role to play than the local school officers. They act as recruiting officers between school-leavers and industry and local colleges and are directly responsible for the financial arrangements for funding courses for the handicapped; they are also instrumental in enforcing the 6% employment of handicapped workers. The Careers Counselling Service is seen as an integral part of the Employment Service and is always housed in the same office (the Arbeitsamt).

d. The education and training of the handicapped is supported by many more Christian Foundations and charitable organisations than in this country and in return the Federal Government gives much greater financial backing to their schemes.

e. In the establishments visited, provision has been made on the grand scale and is something this country could not probably match under present circumstances but it could be a justifiable aim. One drawback, seen by the professionals themselves, is

that such establishments are too vast and impersonal and may defeat their primary object ultimately - more than once this philosophy of *small is beautiful* was emphasised.

f. As in this country, integration of the handicapped into the educational system is a current topic and the experts cannot agree, counter arguments are very similar in both countries. The equivalent in FRG of the Warnock Report runs to 11 Books and this has produced status quo because of the degree of disagreement.

g. Access for the handicapped in new public buildings and factories is now statutory in FRG.

APPENDIX A : EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY

A1 The Federal Republic of Germany comprises the 11 Länder (States) and under the basic constitutional law of 1949 they are responsible for all educational matters. At that stage of the establishment of the Federal Republic there was a distrust of strong central government and a determination to establish the Länder as autonomous in these matters. Some co-ordination is nevertheless needed since for example the Basic Law guarantees the freedom of movement, the freedom to choose one's place of work, and one's place of education. Therefore the Länder must co-operate to ensure that the structures, institutions, curricula and leaving certificates are broadly comparable.

A2 The chief organ for co-ordination has been the Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Standing Conference of the Education Ministers of the Länder of the Federal Republic of Germany) usually known as the Kultusministerkonferenz or the KMK. This was established shortly before the Federal Republic and has made several hundred agreements, being particularly active in the period 1954 to 1964 when much standardisation was achieved. Success here is in part due to the fact that within each Länder a tight central control exists.

A3 This has in effect standardised the first (or compulsory) stage of secondary education into three main types of school in which the first two years are an orientation stage with syllabuses common to all types of school so children can be easily transferred if their original placement proves unsuitable. Selective schooling is still the norm.

a. Hauptschule (Secondary Modern or Main School) attended by half the age group, and offering classes up to Grade 9 (15 years).

b. Realschule (Technical Grammar) attended by a quarter of the age group, and offering classes up to Grade 10 (16 years). Students then take the Mittlere Reife (Intermediate Certificate) which is an entry qualification to full-time FE (Fachoberschule). Alternatively, students may leave full-time schooling and take up employment, usually with on-the-job training, and with compulsory day release.

c. Gymnasium (Grammar School) attended by a quarter of the age group, and offering full-time academic courses up to Grade 13 (19 years), preparing students for entry to higher education.

The exact proportion of entry to each type of school varies from Land to Land.

A4 Through the KMK an agreement has been reached that all Länder shall experiment with the Gesamtschule (Comprehensive School). Full integration is difficult because the leaving certificate for the traditional three types still dominates employers' minds. Some Länder are more enthusiastic about this provision than others.

A5 At the end of compulsory schooling about 60% of the young people leave and take up a vocational training contract. The traditional (and basic) system of vocational education and training in the Federal Republic of Germany is known as The Dual System. Under this system a young person on a training contract or apprenticeship receives appropriate vocational training in the firm with which the contract is made and also, by Law, has to attend a vocational school for one day a week where an appropriate vocational education is provided. This system is in essence well established and is generally highly regarded. Maintaining co-ordination in the system is not easy.

A6 Currently the detailed arrangements and legal authority of the Vocational Training half of the Dual System derive from two main Federal Acts:

a. Berufsbildungsgesetz - 1969 (Vocational Education Act) - the main act at present.

b. Ausbildungsplatzförderungsgesetz - 1976 (Training Place Promotion Act)

- this act has now been declared unconstitutional by the Constitutional Court, but much work has been done within it which is unlikely to be affected by the decision. The 1982 Consolidation Act has restored the legal position.

The object of initial training is defined in the 1969 Act as follows:

"to provide through a systematic training programme a broadly conceived basic preparation for an occupation and the necessary technical abilities and knowledge to engage in a skilled form of occupational activity. Initial training shall also enable a trainee to acquire the necessary occupational experience."

A7 Under the Berufsbildungsgesetz (see A6a) the basic position is as follows:

a. All training contracts must be registered as being for one of the 460 or so occupations defined and established by the Bund.

b. The training contract must be registered with the Chamber with which the employer is registered (all businesses must be so registered) and supervised by that Chamber which will conduct the terminal examination and test for the award of skilled status.

c. The training and testing will be within and to standards established in the Ausbildungsordnungen (Training Regulations) issued by the Bund.

d. All workers on training contracts are guaranteed day release for the length of the contract (under Länder law derived from KMK agreements all workers under 18 - with or without training contracts - are required to attend Berufsschule on day-release).

A8 By long tradition the Ausbildungsordnungen are issued by the Bundesministerium für Wirtschaft - BMW - (Federal Ministry for Economic Affairs) but in practice since the establishment of a Bundesministerium für Bildungs und Wissenschaft - BMBW - (Federal Ministry of Education and Science) in 1969, the detailing of these is supervised mainly the BMBW. In practice the bulk of the work is carried out by the Bundesinstitut für Berufsbildung - BIBB - (Federal Institute for Vocational Training), a large research and development institute largely responsible to and established by BMBW but having a measure of independence. BIBB also conduct basic research, statistical monitoring and develops teaching and training materials and equipment.

A9 The Länder co-operate to provide appropriate vocational education and through the KMK issue Rahmenlehrpläne, appropriate syllabuses in an outline form thus providing a comparability of education between Länder. Most Länder have a process of further detailing this syllabus and providing advice and teaching materials to the Berufsschule. In more recent years KMM and the Bundhave agreed a process for the co-ordination of a simultaneous revision of the Ausbildungsordnungen and Rahmenlehrpläne (this is described in Item 1 of the bibliography contained in Appendix E). This further improves the process of co-ordination.

THE SUPPLY OF TRAINING PLACES

A10 Perhaps the most remarkable aspect of the current West German industrial scene is the scale and manner of training provision. Not all firms train and the availability of training places tends to be less good in rural areas. The supply does not readily match the demand in each occupation. However, a massive increase in the number of places has been achieved in order to match a substantial increase in the number of school-leavers in recent years.

A11 The training provision is overseen by the Berufsinstitut für Berufsbildung - BIBB. The BIBB's concern a decade ago about rising numbers of chool leavers gave rise to the Act of 1976 (see A6b above) which authorised a quarter per cent wage bill levy upon employers which would be disbursed in grants to cover the cost of additional training places thereby created.

A12 This levy-grant system has never been introduced. The reasons for this are important to an understanding of the differences between the West German and British training traditions. There seems to be a traditional commitment to and pride in the transmission of knowledge and skills, together with a

recognition of the social and personal value of training for a young person. The process of journeymen qualifying as Meisters and the large number of Meisters engaged in training and in the examinations process reflects this. Consequently, West German industry's willingness to train young people seems to be far less closely related to its immediate manpower needs than is our own. The future need for trained manpower in West Germany, therefore, seems far more likely to be satisfied than in Britain.

A13 The reaction to the levy-grant law in West Germany in 1976 was quite different from the British reaction to its own Industrial Training Act of 1964. The Industrie und Handelskammertag and the Handwerkskammertag quickly reacted by persuading member firms to create more training places. Their response was such that no fewer than 400,000 additional places were created between 1976 and 1980. Although this did not quite meet the target set by BIBB it clearly demonstrated industry's unwillingness to be shackled by a levy-grant system and, more importantly, its self-regulated capacity to meet its own training obligations.

A14 The shortfall in training places is viewed by the Deutscher Gewerkschaftsbund - DGB - in terms of an increasing number of school-leavers entering the Berufsvorbereitungsjahr which is a one-year full-time preparatory course. Were sufficient training places available, DGB argues, many of these young people would not need to enter such courses. There was also dissatisfaction expressed at the lack of any remission afforded by such courses in subsequent in-company training.

A15 There seemed, however, to be significantly more common ground between the chambers and the DGB on the subject of training generally than is apparent in Britain. Partly because of the pride referred to earlier the tendency for West German industry to de-skill its traditional occupational areas is far less pronounced. The West German trades unions have succeeded in combining the best traditions of craft unionism with the rational structure of industrial unions. Training is therefore not linked to union survival or other emotive issues and consequently trades unions in West Germany can give positive support to training and can view evolutionary change in this area free from threats to their identity and existence.

FURTHER EDUCATION

A16 As indicated above, trainees attend a Berufsschule for one day, or occasionally, two days, each week. Whether the notion of integrated training is thus understood in principle is difficult to determine. Clearly enough, education is the responsibility of the Berufsschule and training is that of the firm. However, both theoretical and related practical work are undertaken in the Berufsschule along with additional education, including social and religious studies; and

theoretical studies are also undertaken in the training workshops of firms.

A17 The fact that theoretical work is undertaken in firms is sometimes presented as an indication of inadequacy on the part of the Berufsschule. It was described to the group by some employers that it is *'as a matter of routine'* that they supplement the theoretical work being done in the Berufsschule as well as providing the practical work in the training workshop.

A18 In the training workshops of the firms visited training and education were confined in their application to the more immediate skills required in relation to the industrial and commercial process. Such training and education did not seem to extend to authority relationships, inter-personal skills, trade union responsibilities, health and safety requirements, the nature of the contract including the rights of young people. This does not necessarily imply that there was no understanding of such matters but rather that they were insufficiently important or necessary to warrant explicit teaching in the firm.

A19 The Dual System is recognised by both education and industry, by both the Berufsschule and the industrial training workshops, as important. Its narrow focus solely on industrial process in the firm is not, it appears, a matter which was commented on by either partner.

A20 The quality of education and training seen by the visiting party was high and it was provided in well-appointed institutions and workshops. In addition, the potential for a more developed, integrated and sophisticated co-operation is possible because the basic structure in a critical partnership between education and industry exists. Whether the traditions of either education or industry will permit that development remains to be seen. There would appear to be no reason in principle why a more integrated approach, less narrowly focussed on the industrial process than at present, should not be attainable.

APPENDIX B : NOTES AND REFERENCES

1. For further details see Number Two in this series of reports (see also inside back cover).

2. Quoted from Item 12 of the Bibliography in Appendix E.

3. For details of types of school see Appendix A to this report.

4. The 'Meister' qualification is basically a Master-Craftsman, but since it also gives the right to take on and supervise apprentices it includes a pedagogical element of instruction (120 hours minimum) and examination. For details see Number Four in this series of reports (see also inside back cover).

5. See also Item 17 in the Bibliography in Appendix E to this report.

6. A video tape (with English commentary) of the Stiftung Rehabilitation is available for borrowing from Hugh Johnson, th author of this report.

7. In practice considerable provision is made in Industry as well as the charitable organisations. Employers in FRG show a considerable awareness of their public responsibilities. For further details see also Number One in this series of reports (paragraphs 58 to 79) and also Number Two of this series of reports (paragraphs 68 to 84). Details of these reports are in the inside back cover.

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APPENDIX C : GLOSSARY OF TERMS AND ABBREVIATIONS

ABSCHLUSS : Qualifying-leaving certificate (from a Hauptschule)

ARBEITSAMT : Labour Office (branch or local office of the Bundesanstalt für Arbeit)

AUSBILDUNGSORDNUNGEN : Training Regulations (issued by the Federal Authorities)

BADEN-WÜRTTEMBERG : A Land of the Federal Republic

BERUFSBERATUNG : Vocational Counselling

BERUFSBILDUNGSGESETZ : Vocational Training Act

BERUFSFACHSCHULE : Full-time Vocational School (usually providing two year courses for 15-19 year olds)

BERUFSORIENTERUNG : Vocational Orientation

BERUFSSCHULE : Vocational College (part-time)

BERUFSVORBEREITUNGSJAHR : Preparatory vocational training year

BUND : Federal Authorities, Central Government

BUNDESANSTALT FÜR ARBEIT : Federal Labour Office

BUNDESINSTITUT FÜR BERUFSBILDUNG : Federal Institute for Vocational Education

BUNDESMINISTERIUM FÜR BILDUNG UND WISSENSCHAFT : Federal Ministry of Education and Science

BUNDESMINISTERIUM FÜR WIRTSCHAFT : Federal Ministry of Economic Affairs

BUNDESVERBAND DER DEUTSCHEN INDUSTRIE : Federal of German Industry

CHRISTLICHES JUGENDDORFWERK : Christian Youth Village Movement

DEUTSCHER GEWERKSCHAFTBUND : German Federation of Trade Unions

GASTARBEITER : Immigrant worker

GESETZ : Act (of Parliament)

GESAMTSCHULE : Comprehensive School

GYMNASIUM : Grammar School

HANDWERKSKAMMER : Chamber of Crafts

HAUPTSCHULE : Main School, Secondary Modern

INDUSTRIE- UND HANDELSKAMMER : Chamber of Industry & Commerce

INTERNATIONAL BUND FÜR SOZIALARBEIT : International Federation of Social Work

JOHANNES ANSTALTEN : Institutions of St John

JUNGARBEITER : Young worker (without a training or apprenticeship certificate)

KREIS(E) : Administrative District(s) (of a Land)

KULTUSMINISTERKONFERENZ : Standing Conference of the Education Ministers of the Länder

KURATORIUM DER DEUTSCHEN WIRTSCHAFT : Kuratorium for German Economy - An Employers Organisation

LAND, LÄNDER : Component State(s) of the Federal Republic

LANDESTELLE FUR ERZIEHUNG UND UNTERRICHT : Stuttgart Office for Education and Curriculum Development in Baden-Württemberg

LERNBEHINDERTE : Slow (or Handicapped) Learners

MEISTER : Master (Craftsman)

MITTLERE REIFE : Intermediate certificate, equivalent to O levels

RAHMENLEHRPLAN : Outline Curriculum

REALSCHULE : Technical School

REGERIUNGSBEZIRK(E) : Administrative Region(s) (of a Land)

SONDERSCHULE : Special School

STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER : Standing Conference of Education Ministers of the Länder

STUTTGART : Capital of Baden-Württemberg

BFA	Bundesanstalt für Arbeit	FRG
BIBB	Bundesinstitut für Berufsbildung	FRG
BMBW	Bundesministerium für Bildung und Wissenschaft	FRG

BVJ	Berufsvorbereitungsjahr	FRG
CBI	Confederation of British Industry	UK
CDJ	Christliche Jugenddorfwerk	FRG
DGB	Deutscher Gewerkschaftsbund	FRG
EC	European Community (ie. countries signatory to the Treaty of Rome	UK
ESN(M)	Educationally Sub-Normal (Mental Handicap)	UK
FE	Further Education	UK
FRG	Federal Republic of Germany	UK
IBS	International Bund für Sozialarbeit	FRG
KMK	Kultusministerkonferenz	FRG
LEU	Landestelle für Erziehung und Unterricht, Stuttgart	FRG
TU	Trade Union	UK
UK	United Kingdom	UK
YMCA	Young Mens Christian Association	UK

APPENDIX D : ACKNOWLEDGEMENTS AND PLACES VISITED

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Porsche Firma, Stuttgart
Kodak AC, Stuttgart

Landrat, Ludwigsburg

APPENDIX E : FURTHER READING AND REFERENCES

INTRODUCTION TO THE EDUCATIONAL SYSTEM IN THE FRG

The following items are descriptive accounts of the educational system in general

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2 British Council. *Federal Republic of Germany,* (Education Profile), British Council, 1981.

3 Fuhr, Christoph. *Education and Teaching in the Federal Republic of Germany.* Munich, Carl Hanser Verlag, Inter Nationes, 1979. ISBN: 3-446-12810-7.

4 Littmann, Ulrich. *An Introduction to the Confusion of German Education.* Deutscher Akademischer Austauschdienst (DADD), rev. ed., 1977. ISBN: 3-87192-045-2.
Available from - DAAD, Kennedyallee 50, D53, Bonn-Bad Godesberg, Federal Republic of Germany.

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7 *Vocational Training Information Bulletin.* Supplement on West Germany. Brussels Commission of the European Communities, 1978.
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A selection of references which represent a variety of interests in the field of apprenticeship and the handicapped in FRG.

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